

Three Key Components of a Graduation Portfolio

Rhode Island Department of Education

Explanation and Considerations for Use

This guidance was written by the Rhode Island Department of Education and describes the three major processes involved in designing a graduation portfolio. Review these descriptions for guidance as you develop requirements for your school's graduation portfolio.

This is a guidance document issued by the Rhode Island Department of Education. Rhode Island schools should consider it carefully when designing a graduation portfolio system.

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<http://www.ride.ri.gov/highschoolreform/dslat/>
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Every school using portfolios as their school-wide diploma assessment must develop a clear, transparent, and coherent process for deciding what pieces of student work should become entries in a student's graduation portfolio. The graduation portfolio, a subset of the larger collection of work that documents student growth over the course of their high school education, has three key components:

1. The **EXPECTATIONS**. This is the set of skills and knowledge that a school expects each of its graduates to acquire by the end of high school. The expectations need to be connected to the state's Grade Span Expectations (GSE's), the RI Common Core of Learning, and Applied Learning and other state or national content standards. The expectations should also be closely linked to the Academic, Civic and Social Expectations each school generates for NEASC accreditation. An overview of this process begins on page 7 and further details and strategies are provided in [Appendix C](#).
2. The **ENTRIES**. This is the evidence that the student places in the portfolio. The entries, collectively, should demonstrate all of the school's expectations and collectively demonstrate proficiency towards graduation. The description of entries begins on page 8.
3. The **REVIEW PROCESS**. This is the method by which the school will determine whether a student's portfolio has met the requirements for graduation. Elements of the review process are described starting on page 11